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ABSTRACT

The Brookline, Massachusetts, Public School System's career education program includes a Communications Through Media curriculum. The four-year sequence is designed primarily for students oriented to media careers, but is also open to others with media interests. The program's core course is taught in the 9th grade and seeks to acquaint students with the world of media. Content includes basic communications theory, audiovisual management, photography, projection, audio and video recording, production of materials, and equipment maintenance and repair. Field trips are undertaken and practical paid work experiences are available if desired. The course is under the direct control of one faculty member, with assistance contributed by other specialists, and is housed in an instructional media laboratory. Other available facilities include a darkroom, graphics and television studios, and an electronics shop. Upon completion of the core course, students elect other courses in areas such as Electronics, Graphics, Multimedia, and Radio and Television Broadcasting. (LB)

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COMMUNICATIONS THROUGH MEDIA:
A CAREER PROGRAM FOR HIGH SCHOOL STUDENTS

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High school students of the seventies must be prepared for the new job opportunities spawned by an increasingly technological society. If it is not a comprehensive high school's role to indeed prepare students for specific careers, at least provisions must be made to expose young adults to a variety of relevant post-graduation alternatives.

In 1966, Brookline began a pioneering career education program which today includes such diverse areas as Business Practice, Food Service, Forestry, Warehousing, Medical Careers and Early Childhood Education with all career courses offering supervised work-study experiences.

The Communications Through Media program is one of the newest career sequences available. Like the other programs, it is open to all students at the high school since there is no rigid tracking system. Students enroll primarily if they are oriented toward media careers, but some are just interested in learning more about media for their own personal knowledge or for application in other learning situations.

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Brookline is an innovative school system located within the shadow of the great Boston and Cambridge cultural institutions. Its high school has a student enrollment of 2400 operating within an "open-campus" plan of course scheduling. In fact, strange as it may seem, it was this dedication to "open-campus" that, in part, led the way to development of the media career program.

Providing audiovisual services to a demanding faculty located in a sprawling multi-storied building complex was never easy. We relied upon the typical student volunteer crew. These students, released from compulsory study halls, received training from our Audiovisual staff in mini-course workshops on basic projection and production. Students who were interested in more specific media education received further instruction.

Everyone was happy. The faculty was happy because service was easily available. The student volunteers were happy because they were both free from study halls and could "muck around" in the magical media world. But now, "open campus", the great leveler, was upon us. There was no need for one to find a reason to get out of a study hall and, consequently, we lost many of our volunteers.

We did not despair for long. Instead, we realized that the moment was ripe for changing and improving the complexion of audiovisual services at Brookline High School. And change we did. We brought basic services closer to

teachers in their own departments, attached a professional audiovisual specialist to the school library and began developing a formal media curriculum for students.

Other departments had been offering related courses--Radio and Television Broadcasting in the English Department; Graphics and Electronics in Unified Arts. Working with the Occupational Education Department, we developed the formal "Communications Through Media" course as a one-year full credit introductory course which would be career oriented and serve as a base for more sophisticated and technical courses. Furthermore, we would offer our students paid work experience within our school system's audiovisual program.

The core course, "Communications Through Media" is offered in the 9th grade. This course is designed to acquaint students with the world of media. Content includes basic communications theory, audiovisual management, "hands-on" experiences in audio and video recording, photography and projection, graphics, production of materials, and repair and maintenance of equipment.

Upon completing the course, students may choose from electives in other departments to round out their training. Electives include Radio and Television Broadcasting I and II, Multi-Media Studio, Graphics and Electronics I and II.

Practical paid work experience is an optional part of the program which most students elect.

To provide a "home" for this course, a room in the High School's Unified Arts Building was remodeled as an instructional media laboratory. Several thousand dollars worth of equipment and supplies were also appropriated for the exclusive use of course participants.On the same floor are a small darkroom, electronics shop, graphics studio and brand new television studio--bringing a further degree of cohesiveness to the entire program.

Although the media course is under the direct control of one faculty member, other staff of the Audiovisual Center and Unified Arts Departments contribute their specialized talents as guest lecturers. Once enrolled in the Media Program, each student is under the constant supervision of the course teacher who oversees his progress during the four-year sequence.

Our original idea was to have a maximum of 15 students enrolled in the Media Course. The first year we had 18. This year, the second, we had to cut off enrollment at 21. First year students may work up to four hours per week at $1.25 per hour. Second year graduates of the Media Course may work up to 8 hours at $1.50 per hour. All work is done before or after school or during free periods. The jobs vary from operating and maintaining equipment to production of audiovisual learning material.

To relate to the outside media world, field trips are made to audiovisual departments of local educational institutions and industries.

We have found that by integrating class work with practical work situations students enjoy the most beneficial attributes of both experiences while preparing for worthwhile careers.

November, 1973

THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS

COURSE OUTLINE

FOR

COMMUNICATIONS THROUGH MEDIA

Norman H. Finkelstein
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Audiovisual Communications

I. THE WORLD OF COMMUNICATIONS
- A. Basic Communications Theory
- B. Media Overview
  - 1. Interpersonal communications
  - 2. Mass Media
    - a. The Printed Word
    - b. Radio and Television
    - c. Film
  - 3. Media in the Classroom

II. VISUAL LITERACY
- A. Perception - How we See and Hear
- B. The Language of Communication
- C. An Introduction to Film

III. AUDIOVISUAL EQUIPMENT
- A. Principles of Projection
- B. Operating Visual Equipment
  - 1. The 16mm Film Projector
  - 2. The 8 mm Film Projector
    - a. Reel
    - b. Loop
  - 3. The Filmstrip Projector
  - 4. The Slide Projector
  - 5. The Opaque Projector
  - 6. Individual Viewing Devices
    - a. Filmstrip
    - b. Film
    - c. Slides
- C. Principles of Sound Reproduction
- D. Operating Audio Equipment
  - 1. The Tape Recorder
    - a. Reel
    - b. Cassette
  - 2. The Record Player
  - 3. The Public Address System
- E. Principles of Videotape Recording
  - 1. Equipment Familiarity
  - 2. Basic Videotape Techniques

F. Maintenance Procedures
   1. Simple Equipment Repairs
   2. Maintaining specific equipment
   3. Film Splicing and Repair
   4. Tape Splicing
   5. Changing Projection Lamps
      a. Lamp Types
      b. Lamp Interchangeability

IV. BASIC PHOTOGRAPHY
   A. Still Photography
      1. Using the Camera
      2. Using Different Film Types
      3. Copying Techniques
         a. 35mm Camera
         b. Kodak Visualmaker Kit
   B. Motion Picture Photography
      1. Using the Camera
      2. Using Different Film Types
      3. Basic Filming Techniques
      4. Basic Animation Techniques
      5. Film Editing

V. AUDIOVISUAL PRODUCTION
   A. Slide Series
      1. Slide-Tape Synchronization
   B. Tape Recording
      1. Reel
      2. Cassette
      3. Tape Editing
      4. Tape Duplication
   C. Overhead Transparencies
      1. Diazo Process
      2. Thermofax Process
      3. Color-Life Process
      4. "Write-ON" Techniques
   D. Laminating Techniques
   E. Photo Mounting Techniques
   F. Simple Graphic Techniques
   G. Display of Materials

VI. COMMERCIALLY PREPARED MATERIALS
   A. Vendor Sources
   B. Catalog Familiarity
   C. "Software" Familiarity
      1. Films, 16mm and 8mm
      2. Sound Filmstrips
      3. Prepared Materials for Overheads
   D. Preview Operations and Facilities

VII. MEDIA CENTER SYSTEMS
   A. Organization of the School Media Center
   B. Distribution of Equipment and Materials
   C. Ordering Procedures
   D. Scheduling of Equipment

ADDITIONAL INFORMATION

1. Students will be given actual production experience in "WORKBLOCKS." Working directly with teachers, the students will design and produce a variety of teaching materials to be used in actual classroom situations.

2. Students will have opportunities to work within the existing high school media program. They will gain practical projection and technical experience while providing needed assistance to both faculty and students.

3. Field trips will be planned during the course to provide students with opportunities to examine audiovisual job stations in local institutions and industries.